GENERAL CHARACTER OF THE COLONIAL SCHOOLS (2)

KOZAWA KIYOSHI

(10) The District School as It Was

(*a*) *Reading:* The principal requisites in reading were to read fast, mind the "stops and marks," and speak up loud. As for suiting the tone to the meaning, no such thing was dreamed of. As much emphasis was laid on an insignificant of or and as on the most important word in the piece. But no wonder we did not know how to vary our tones, for we did not always know the meaning of the words or enter into the general spirit of the composition. This was very frequently,indeed almost always, the case with the majority, even of the first class--. It scarcely ever entered the heads of our teachers to question us about the ideas hidden in the long words and spacious sentences. It is possible that they did not always discover it themselves. "Speak up there, and not read like a mouse in a cheese, and mind your stops," --such were the principal directions respecting the important art of elocution. Important it was most certainly considered; for each class must read twice in the forenoon and the same in the afternoon, from a quarter to a half hour each time according to the size of the class. Had they read but once or twice, and but little at a time, and this with nice and very profitable attention to tone and sense, parents would have thought the master miserably deficient in duty, and their children cheated out of their rights--. It ought not to be omitted that the Bible, particularly the New Testament, was the reading twice a day generally, for all classes adequate to words of more than one syllable. It was the reading of several of the younger classes, under some teachers. As far as my own experience and observation tended, reverence for the sacred volume was not deepened by this constant but exceedingly careless use.

(*b*) *Spelling:* Connected with the reading was spelling, which in the early days was unknown as a separate study. Later it began to be separated, and in 1749 we find selectmen of Boston directed "to recommend to the masters of the schools that they instruct their scholars in reading and spelling." A common teaching method was to give out word, and at a signal:

The whole class simultaneously would bellow out word—say the word multiplication—properly divided. When the teacher detected any misspelling he would demand the name of the scholar who had failed. If there was any hesitancy in giving the name,the whole class,instead of being dismissed, was detained until, by repeated trials, accuracy was obtained. So many voices upon a single word in so many keys produced an amusing jingle, which invariably attracted to the spot all passers by.

(*c*) *Arithmetic:* For some time,the teaching of arithmetic was optional. Many towns do not mention the subject in their records for a generation or two after

they began their schools. No arithmetic was used by the scholars for a long time, the master writing the sums on the slates. The following account of his schooldays by Deacon Hawes, who went to school at Yarmouth just before Revolution, a method commonly used: In the study of arithmetic, no scholar was allowed a book. The teacher would give him a sum, and he might sit and study upon it until he had found an answer, which would sometimes occupy him several days. The most forward in arithmetic might do one or two sums in a day, if they could do them without the master's assistance. He gave me one sum in the single rule of three which I could not resolve for two or three days. After requesting him a number of times to inform me, he would reply that he had no time, and I must study for the answer.

Later the Deacon became a school teacher, and he describes the method he used, books now having come in, in teaching the subject: Those having books of different authors got their own sums,wrote off their own rules,etc. If they wanted to make inquiries concerning questions, I would direct them to stand up and read the question, and if the scholar next to him could show him, I would request him to do so; if not, if I had time, I would explain to him the principles by which the sum was to be done. If he then met with difficulty, I directed him to take it home and study late at night, to have his answer in the morning.[1]

(11) Home and School Training in the Colonial Period

The following descriptions,describing education at the close of the colonial period, in two typical sections of the country, characterize well the educational forces and methods of the time.

(a) Home and School Training in New England

A boy was early taught a profound respect for his parents, teachers, and guardians, and implicit, prompt obedience. If he undertook to rebel, "his will was broken" by persistent and adequate punishment. He was accustomed every morning and evening to bow at the family altar; and the Bible was his ordinary reading-book in school. He was never allowed to close his eyes in sleep without prayer on his pillow. At a sufficient age, no caprice, slight illness, nor any condition of roads or weather, was allowed to detain him from church. In the sanctuary he was required to be grave, strictly attentive, and able on his return at least to give the text. From sundown Saturday evening until the Sabbath sunset his sports were all suspended, and all secular reading laid aside; while the *Bible, New England Primer,* Bunyan's *Pilgrim's Progress*, Baxter's *Saint's Rest*,etc., were commended to his ready attention and cheerfully pored over.

He was taught that his blessings were abundant and undeserved, his evils relatively few and merited, and that he was not only bound to contentment but gratitude. He was taught that time was a talent always to be improved; that industry was cardinal virtue, and laziness the worst form of original sin. Hence he must rise early and make himself useful before he went to school; must be diligent there in study, and be promptly home to "do chores" at evening. His whole time out of school must be filled up by some service, such as bringing in fuel for the day,

cutting potatoes for the sheep, feeding the swine,watering the horses, picking the berries, gathering the vegetables, spooling the yarn. He was expected never to be reluctant, and not often tired.

He was taught that it was a sin to find fault with his meals, his apparel, his tasks, or his lot in life. Labor he was not allowed to regard as a burden, nor abstinence from any improper indulgence as a hardship.

His clothes, woolen or linen, for summer and winter, were mostly spun, woven, and made up by his mother and sisters at home; and as he saw the whole laborious process of their fabrication, he was jubilant and grateful for two suits, with bright buttons, a year. Rents were carefully closed and holes patched in the "every-day" dress, and the Sabbath dress always kept new and fresh.

He was expected early to have the "stops and marks," the "abbreviations," the "multiplication table," the "Ten Commandments," the "Lord's Prayer," and the Shorter Catechism," at his tongue's end.

Courtesy was enjoined as a duty. He must be silent among his superiors. If addressed by older persons, he must respond with a bow. He was to bow as he entered and left the school, and bow to every man or woman, young or old, rich or poor, black or white, whom he might meet on the road. Special punishment was visited on him if he failed to show respect to the aged, the poor, the colored, or any persons whatever whom God visited with infirmities. He was thus taught to stand in awe of the rights of humanity.

Honesty was urged as a religious duty, and unpaid debts were represented as infamy. He was allowed to be sharp at a bargain, to shudder at dependence, but still to prefer poverty to deception or fraud. His industry was not urged by poverty but by duty. These who imposed upon him early responsibility and restraint led the way by their example, and commended this example by the prosperity of their fortunes and the respectability of their position as the result of these virtues. He felt that they governed and restrained him for his good, and not their own.

He learned to identify himself with the interests he was set to promote. He claimed every acre of his father's ample farm, and every horse and ox, and cow and sheer became constructively his, and he had a name for each. The waving harvests, the garnered sheaves, the gathered fruits, were all his own. And besides these, he had his individual treasures. He knew every trout-hole in the streams; he was great in building dams, snaring rabbits, trapping squirrels, and gathering chestnuts and walnuts for winter store. Days of election, training, thanksgiving, and school intermissions were bright spots in his life. His long winter evenings,made cheerful by sparkling fires within and cold, clear skies and ice-crusted plains and frozen streams for his sled and skates, were full employment. And then he was loved by those whom he could respect, and cheered by that future for which he was being prepared. Religion he was taught to regard as a necessity and luxury as well as duty. He was daily brought into contemplation of the infinite, and made to regard himself as ever on the brink of an endless being. With a deep sense of obligation, a keen, sensitive conscience, and a tender heart,

the great truths of religion appeared in his eye as sublime, awful, practical realities, compared with which earth was nothing. Thus he was made brave before men for the right, while he lay in the dust before God.

(*b*) *Home and school Training in the South*

It is to the home that one must look chiefly for the training of the Southern boy of the colonial period. Economic conditions were such as to render the building up of a serviceable school system impossible. The people lived almost exclusively on large plantations and farms, and such towns as existed were scarcely worthy of the name, consisting usually of but a score or more of houses, and seldom boasting more than a few hundred inhabitants. As it was impossible to have more than one or two schools in each parish, it became necessary for many children to come miles to attend their lessons. This difficulty was made worse by the condition of the roads, and it would have been insurmountable, had it not been for fact that horses were so plentiful that even the poorest planter could furnish his children with means of conveyance to and from school.

But few of the schools taught more than the most elementary subjects. All that was expected of them was to give the pupil a gook knowledge of reading, writing,and arithmetic, and to drill him thoroughly in the Ten Commandments, the Lord's Prayer, and Catechism. If the parent desired a higher education than this for his child, he had either to send him to a higher school at some distant point, or to employ a private tutor.

There were several excellent higher schools in Virginia at the outbreak of the Revolutionary War, situated in the most populous districts. Some of the best known of these were the schools of Thomas Martin, who prepared James Madison for Princeton; of James Marye, the preceptor of Thomas Jefferson; of William Yates, which was attended by John Page, Col. Lewis Willis, Charles and Edward Carter; Gen.Thomas Nelson, John Fox, and Col. Robert Tucker. The teachers were men of the highest character, and were usually graduates of either Oxford or Cambridge. They impressed upon the minds of their pupils the principles of honor, of duty to God and man, of patriotism and reverence for the king. They were taught that chivalric nature was the highest object to be obtained in this life, and respect for womanhood was placed next to the fear of God. These schools were modeled after those of England, and were admirably conducted. Latin, Greek, and Mathematics were the subjects held in highest esteem, although a thorough training in English language was usual. French and Italian were also often taught.

Many families preferred to employ tutors for their children, and there were scores of these in Virginia at the outbreak of the Revolution. Chief Justice Marshall was instructed by tutors. A private tutor was employed to teach the four celebrated Lee Brothers--Arthur, Richard Henry, Francis, and William, Rev. Wm. Douglass taught in the family of Col. Monroe. Not infrequently some young man was brought from England as an "indentured servant," to act as tutor in some private family. Thus John Carter, of Lancaster County, directed in his will,in 1669, that his son Robert should have a young servant bought for him, "to teach him his books in English and Latin." The custom was continued until late in the eighteenth

century.

But by far the most important influence in moulding the mind and character of the young southerner was his home life. First of all he was taught to command. He was made to realize that some day he must take from his father's hand the charge of the vast plantation with its thousand cares and responsibilities. Even as a boy he was given authority over the slaves and made to direct them in their work. He had to accompany the overseer in his rounds and to learn all the countless things that had to be done in conducting the estate. He had to know how to farm, how to cultivate grapes, to plant corn, how to raise tobacco, and how to cure it and prepare it for shipping; he had to know how to build houses, for there was constant need of constructing and preparing barns, outhouses,and the slaves' quarters; he had to be a stock raiser, for upon the plantation were scores of horses; and finally he had to be a merchant, for he knew that some day would fall upon his shoulders the responsibility of disposing of all the products of the little world in which he lived. The plantation life gave him an intense love of out-of-door sports. He delighted in horse-racing, in hunting, in fishing, and in swimming. He loved horses, and fox-hunting early became a favorite pastime. All this tended to make him practical, self-reliant, intelligent, and robust.

He early learned from his father the duty of hospitality, and he looked upon the guest as a privileged person. He was taught to love music and art, and there were few colonial mansions that did not contain a violin or guitar, or were not decorated with such paintings as their owners could procure from England. Usually a large and well-chosen library was at his disposal, so that he could atone for limitations of his education by a wide and helpful course of reading.

Lastly, he was made to feel that some day he was to take an active part in politics, and his interest in public affairs was early awakened by the conversations of his father with his guests. As a boy he was made to know the principles of the opposing parties, the meaning of different bills, and the details of the political system. His mind was thus made enquiring, and his reasoning powers developed and sharpened.

When we contemplate the influences that acted on the youth of the South in the colonial period, there can be no surprise that they produced that galaxy of great men that came to the front in the Revolutionary War, and brought honor and success to their country. Sound in mind and in body, well schooled in politics, practical yet forseeing, habituated to command, they were well fitted to join hands with the best men of New England to assume the lead in the great crisis, and to drive back from their native land the English invaders.[3]

(12) The Boston Curriculum of 1790

In 1789 the Massachusetts legislature had added twelve citizens to the Selectmen "for the sole purpose of superintending the schools." A "new system" was now introduced, and the new regulations adopted give a good picture of the organization and what was taught in the schools.

READING SCHOOLS. The reading masters were required to teach "spelling,

accent, and the reading of prose and verse, and to instruct the children in English grammar, epistolary writing, and composition."

WRITING SCHOOLS. The writing masters were now required to teach "writing, arithmetic, and the branches *usually taught in town schools*, including vulgar and decimal fractions."

Admission. It was provided that "boys and girls were to be admitted to the reading and writing schools at seven years of age, if previously instructed in the woman schools." The "woman schools" were all private pay schools over which the school committee had no control.

Textbooks. The books adopted for the reading schools were the *Holy Bible, Webster's Spelling Book, Webster's Third Part, and Bingham's Young Lady's Accidence. The Children's Friend, and* Morse's elementary text on Geography were allowed, but not required, and "newspapers were to be introduced occasionally, at the discretion of the masters."

THE LATIN GRAMMAR SCHOOL. This school was kept in a small brick building which stood on a lot opposite the present city hall, on School Street. The school was divided into four Classes, covering the years from ages 9 to 17. For it we have the earliest complete grammar school curriculum that has come down to us. The studies and books used in each Class were as follows:

1ST CLASS	2ND CLASS
Cheever's Accidence	Clark's Introduction--Latin and English
Corderius's Colloquies(Cordery)	
Nomenclator, Aesop, Latin and Engl.	Ward's Latin Grammar
	Eutropius, continued
Ward's Latin Grammar, or Eutropius	Selectae e Veteri Testamento
	Historiae,or Castalio's Dialogues.
	Garretson's Exercises, for making of Latin
3RD CLASS	**4TH CLASS**
Caesar's Commentaries	Virgil, continued
Tully's Epistles, or Offices	Tully's Orations
Ovid's Metamorphoses	Greek Testament
Virgil	Horace
Greek Grammar	Homer
Making Latin from King's History	Gradus ad Parnassum
of the Heathen Gods	Making of Latin, Contd.

The strictly classical character of this school stands out in strong contrast with the curriculum of the English Grammar School as developed in the Middle Colonies.[4]

(13) Later Colonial English Grammar Schools

The Latin Grammar School of New England had been founded on the English model, offered a strictly classical curriculum, and was designed primarily to prepare boys for the colonial college course. The Middle Colonies found this type

of school unsatisfactory as a preparation for business pursuits, and tended to depart from the English type of school. Beginning with the New York School in 1723, by the middle of eighteenth century they had created the English School, or English Grammar School, with a much more practical type of curriculum, as the following illustrative advertisements of the time show.[5]

(*a*) (This school probably was the first of the new-type schools)

There is a School in New York,in the Broad Street, near the Exchange where Mr. John Walton, late of Yale-Colledge, Teacheth Reading, Writing, Arethmatick, whole Numbers and Fractions, Vulgar and Decimal, The Mariners Art, Plain and Mercators Way; Also Geometry, Surveying, the Latin Tongue, and Greek and Hebrew Grammers, Ethicks, Rhetorick, Logick, Natural Philosophy and Metaphysicks, all or any of them for a Reasonable Price. The School from the first of October till the first of March will be tended in the Evening. If any Gentlemen in the Country are disposed to send their Sons to the said School, if they apply themselves to the Master he will immediately procure suitable Entertainment for them, very cheap. Also if any Young Gentleman of the City will please to come in the Evening and make some Tryal of the Liberal Arts, they may have opportunity of Learning the same Things which are commonly Taught in Colledges.[6]

(*b*) NOTICE is hereby given, That the Trustees of the ACADEMY of Philadelphia, intend (God willing) to open the same on the first Monday of January next; wherein Youth will be taught the Latin, Greek, English, French, and German Languages, together with History, Geography, Chronology, Logic, and Rhetoric; also Writing, Arithmetic, Merchants Accounts Geometry, Algebra, Surveying, Gauging, Navigation, Astronomy, Drawing in Perspective, and other mathematical Sciences; with natural and mechanical Philosophy, &c. agreeable to the Constitutions heretofore published, at the Rate of Four Pounds per annum, and Twenty Shillings entrance.[7]

(*c*) This is to give NOTICE

That John Lewis has opened an English-School, at the House of Mrs. Eastham, in Broad Street, near the Long-Bridge, in this City; where he teaches speaking, reading,spelling, and writing English, according to English Grammar; Arithmetic in all its Parts; vulgar and decimal Fractions, extracting the Square and Cube Roots, the Rule of Universal Proportion; Book-Keeping, Navigation, both Geometrical, Trigonometrical, Arithmetical, Instrumental, and by Inspection; or by a new Method whereby the whole Art is performed with only Pen and Ink, and all the Plain and Oblique Trigonometry are solved by natural Numbers, without the Help of any Book or Instrument; Gauging, Dialling, Surveying, Mensuration of Solids and Superficies; the Principles of Drawing and Perspective, and the Elements of Geography and Astronomy, with several other useful Branches of the Mathematics and Literature. He also draws and engrosses Bonds, Bills, Deeds, Leases, Releases, Mortgages, Indentures, Wills, &c. at reasonable Rates.

N.B. The said School is on Footing of an Article subscribed to by the Employers, which

specifies the several Branches of Learning proposed to be taught, with their Rates annexed; whereby the said John Lewis is limited to the Number of Thirty Scholars and on that Consideration his Price is raised above the common Rates. A Copy of the said Article may be seen by any Gentlemen who shall desire it.[8]

(*d*) A SCHOOL FOR YOUNG LADIES

AS I have discovered sundry inconveniences to result from teaching YOUTH of both sexes, and having been frequently solicited by several respectable families in this city, to establish a school, for the instruction of YOUNG LADIES only, in READING, WRITING, ARITHMETIC, and ACCOMPTS; I have opened a school for said purpose in LAETITIA-COURT; contiguous to Front, Second and Market-streets. As the utility of such an undertaking (properly conducted) is undeniably evident, I hope for the encouragement of the public, which I shall endeavour to deserve by a constant assiduity to promote the improvement of my pupils in the aforesaid branches, as also in having the strictest regard to their m orals—Such misses as are obliged to attend other schools, I shall take for half days.

MATTHEW MAGUIRE

N.B. As I have already engaged a considerable number of young ladies,those who intend to apply are requsted to be speedy, as I am determined to take no more than such a number as I shall be able to give proper attendance to. A night school is opened at the above place for young men.[9]

(14) An English Grammar School Program

The following description of English Grammar School, as it had developed by the close of the colonial period, outlines not only the program of studies but also somewhat the purpose of the school and the nature of the instruction offered.

THE
ENGLISH GRAMMAR SCHOOL

It has been thought that, with boys of a tolerable genius, twelve years of age is a proper time to begin the study of Latin; but this, it is said must be determined by the extent of capacity. The undertaker of the school, with great deference, begs leave to suppose a greater equality in the genius and powers of children than is generally allowed; and that the apparent inequality proceeds from an early neglect in cultivation of their faculties. He is of the opinion, if so perfect a mode of education could be established, that the opening gems of the young mind should be attentively watched for, tenderly cherished when observed and brought to full growth and vigor by wholesome exercise. If a child be suffered to advance to his twelfth year before he has been accustomed to the exercitations of a grammar school, he will have contracted such an inactive disposition, and adversion to learning as the best masters are but rarely able to remove; and his natural powers, however extensive, will be so blunted and impaired, as will make it very difficult to restore them to their own vigor. On the other hand, if before that time, he is sent to learn Latin, inaccessible so young to arguments on its necessity for advancing

himself among men, he spurns at the laborious talk, grows disgusted with it altogether, and, as Mr. Locke says "Tis ten to one abhors it all his life for the ill usage it procured him."

From an impartial view of these matters, it is presumed will appear the great utility, if not the absolute necessity, of an ENGLISH GRAMMAR SCHOOL, where the tender faculties may be improved by exercises more intelligible, consequently more likely to conciliate the youthful inclination, and where children may be taught the principles of grammar in their own language, with a very clear and familiar determination respecting all the grammatical terms.

With this great and important object in view, the undertaker of this school first solicited the indulgence of the PUBLIC, and he flatters himself, he hath discharged his duty to the entire satisfaction of those who have been pleased to entrust him with the care of their children.

With respect to pronunciation, having an intimate acquaintance with the organical formation of the several sounds, he teaches THAT with as much certainty as others to strike the different musical notes on any instrument; and his method of reading he believes, is governed by a taste corrected and improved thro' many advantageous circumstances.

But, determined to render this school as extensively serviceable as possible, insomuch that the more English scholar may at the same time be advancing in every useful branch of knowledge, which, however, would make it an undertaking far beyond the power of one man to execute with a conscientious exactness, he hath engaged the assistance of an excellent WRITING MASTER, who is likewise an ABLE MATHEMATICIAN; and this school well, therefore, in future be under the direction of

THOMAS BYERLEY
AND
JOSIAH DAY

Who proposes to teach, in the following order, the several undermentioned Arts and Sciences.

READING, first with a view to correct all contracted ill-habits, and to lessen natural defects, as well as to inculcate the use of the pauses.

The names and proprieties of LETTERS, with their combination into syllables.

THE ELEMENTS OF COMPOSITION, as far as they regard the ordinary purposes of life, including the use the Ellipsis and Transposition; instructions to avoid Tautology, and a mean or improper diction; with some general instructions for the attaining of a pure and elegant STYLE.

The useful and ornamental art of LETTER-WRITING will be particularly attended to in all its complicated branches; and the customs of the best academies in England, which frequently resolve their schools into several corresponding societies, will be adopted for this purpose..

A proper and elegant reading of the English Classics, with regard to EMPHASIS, CADENCE, and a JUST MODULATION of the voice to express the different passions and humours which occur in our best authors.

WRITING in all the useful and ornamental branches; as Common or Round Hand, Print, Secretary, Square Text, Chancery, Court, and the Italian hands.

ARITHMETIC, vulgar, decimal, and logarithmetrical.

BOOK KEEPING after the Italian method, and the practices of the most regular Counting-Houses.

GEOMETRY

MENSURATION, of superfices and solids.

GAUGING, with the use of the Sliding Rule, Plain Scale, and Sector.

TRIGONOMETRY, plain and spherical, with its application to Altimetry and Longimetry.

SURVEYING.

NAVIGATION in its sundry kinds.

GUNNERY, FORTIFICATION, OPTICS.

COSMOGRAPHY AND GEOGRAPHY.

DIALLING and PROJECTION of the SPHERE.

Principles of ASTRONOMY and Natural PHILOSOPHY with the Use of the Globes.

ALGEBRA AND FLUXIONS, or the New Geometry, by which the young Philomath may be enabled to investigate the higher and more abstruse parts of the NEWTONIAN MATHESIS; such as the Maxima and Minima of Quantities, the Quadrature of Curves, and Curve-line spaces; the cubature of Solids; the finding of the centres of gravity and percussion; the laws of motion, and gravitation of bodies, Projectile and Central Forces, from which are deduced the elements of the PLANETARY MOTION; Theory of Pendulums, and Vibrating Chords; and others of the more refined parts of the PHYSICO-MECHANICAL MATHESIS.

The first Saturday in every month will be fixed on for a general examination, when those, who are inclined to think favorably of this plan, it is hoped, may be confirmed in their opinion; but any gentleman calling in the school hours any day may be informed of the decorum, economy and mode of instruction.

Children from the country will be received, and lodged in a house of credit, where care shall be taken that the best examples be set before them, and proper provision made for them. The Undertakers will likewise, if required, provide them masters in the polite accomplishments of Music and Dancing.

The terms are half a Pistole entrance, and a Pistole a quarter. The undertakers pledge themselves to the Public, that every part of this plan shall be faithfully carried into execution and beg leave to subscribe themselves.

The Public's Devoted Servants,
Thomas Byerley,
Josiah Day-[10]

(15) Advertisements for Colonial Evening Schools

The evening school was an important institution, during the later colonial period, in cities of the Middle Colonies. It offered a more practical curriculum than that of the Latin Grammar School of New England, being much more like the

English Grammar School that developed about the same time in the same Middle Colonies. The following advertisements, from newspapers of the time, reveal quite well the nature and character of evening school of the later colonial period.

(*a*) Over against the Post-Office in Second-street, Philadelphia, is taught Writing, Arithmetick in whole numbers and Fractions, Vulgar and Decimal, Merchants Accompt, Algebra, Geometry, Surveying, Gauging, Trigonometry, Plain and Spherical, Navigation in all kinds of sailing, Astronomy, and all other Parts of the Mathematicks by THEOPHILUS GREW. His Hours are this Winter from 9 to 12 in the Morning: from 2 to 5 in the Afternoon; and (for the Conveniency of those who cannot come in the Day time) from 6 to 9 in the Evening. He teaches Writing, and Arithmetick at the usual Rate of 10s. per Quarter. Merchants Accompts, Navigation, &c for 30s. per Quarter. And will undertake to furnish anyone with
sufficient Knowledge in any of the foregoing Branches, in three Months time, provided the Person have a tolerable Genius and observes a constant Application.[11]

(*b*) To be TAUGHT by CHARLES FORTESQUE,
late Free-School-Master of Chester, at his House,
in the Alley commonly called
Mr.Taylors

THE Latin Tongue, English in a Grammatical Manner, Navigation, Surveying, Mensuration, Dialling, Geography, Use of the Globes, the Gentleman's Astronomy, Chronology, Arithmetic, Merchants Accompts, &c. The above to be taught at Night School as well as Day—He likewise intends for the future to instruct his Latin Scholars in Writing himself.

NOTE, He hath private Lodgings for single Persons.[12]

(*c*) JOHN LEWIS, Schoolmaster, in Broad-Street, has begun NIGHT SCHOOL, and teaches Reading, Writing, Arithmetic, Navigation, Surveying, &c.[13]

(*d*) On Monday, the ninth of April instant (by permission of Providence)
will be opened,

A School to teach writing in all the hands of use; arithmetic, vulgar and decimal; merchants accounts; psalmody, by a proper and regular method; for the amusement of such young ladies as are pleased to employ the summer evenings in those useful and necessary exercises, from the hour of 5 to 8; carefully taught, in Third-street, near the New Presbyterian Church, by

WILLIAM DAWSON[14]

(*e*) NOTICE is hereby GIVEN that
JOHN SEARSON

Who teaches School at the House of Mrs. Coon opposite to the Post Office, proposes (God Willing) to open an Evening School, on Thursday the 25th of this Instant September; where may be learn'd Writing, Arithmetic Vulgar and Decimal, Merchants Accounts, Mensuration, Geometry, Trigonometry, Surveying, Dialling, and Navigation in a short, plain, and methodical Manner, and at very reasonable Rates. Said Searson having a large and commodious Room, together with his own

diligent Attendance, the Scholars will have it in the Power to make a good Progress in a short Time.[15]

(*f*) The Schoolmasters of this city and district beg leave to inform the Public, that they intend opening NIGHT-SCHOOLS, at their respective school houses, on Monday Evening, the 5th of October next, for the instruction of youth in READING, WRITING and ARITHMETIC, with the most useful branches of the MATHEMATICS. And to prevent all altercations, the price for reading, writing, and arithmetic will be 12/6 per quarter, Mathematics at the usual prices. -- Whereas at a meeting of the Schoolmasters, held in this city, for the purpose of regulating the price of Night Schools, it appeared that Mr. Lazarus Pine had prior to the meeting; agreed with some persons upon lower terms than those agreed on by the meeting; this is to give information to such persons, that said Pine has come into the agreement; It is therefore hoped that such persons will not take amiss his uniting with measures of his brethren, especially as the odds can be but *TWO SHILLINGS* at the most.

Philadelphia — By Order of the Meeting
September 30, 1772. — ANDREW PORTER[16]

(*g*)

To the Public
JOHN WILSON
At the Academy in Newark, New-Castle County; has opened
A NIGHT-SCHOO

Where can be taught English reading and writing, with propriety and elegance, geography, chronology, arithmetic, book-keeping, geometry, and the construction of logarithms, plain and spherical trigonometry, mensuration of superficies and solids, gauging, dialling, fortification, architecture, navigation, surveying, the projection of the sphere, the use of the globes, conic sections, gunnery, algebra, the theory of the pendulums, fluxions, &c. by

JOHN WILSON.

A young man, well acquainted with the English tongue, might have a course of mathematical education, for attending some of the lower classes, in the Day-school, which said Wilson continues, at the same place, as usual.

(*h*) James Main' Academy, No.10 Gold Street, for the English, French, Latin, and Greek Languages, Writing, Accounting, Mathematics, Geography, is again open for the reception of his pupils.

An evening class 6 to 8.

Tuition for young ladies between hours of 12 and 2.[17]

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5. Newspaper advertisement of the time, collected by Seybolt
6. American Weekly Mercury, Philadelphia, Oct.-Nov.,1723
7. Pennsylvania Gazette, Philadelphia, Dec,18,1750 (From the Announcement of the opening of Franklin's Academy, in 1751)
8. New York Gazette or Weekly Post Boy, June-July, 1853
9. Pennsylvania Gazette, Philadelphia, Oct.25,1770
10. Rivington's New York Gazetteer, New York, 1744. Copied by Scebolt
11. American Weekly Mercury, Philadelphia, Oct.-Dec.,1743
12. Pennsylvania Gazette, Philadelphia, Nov.-Dec.,1743
13. New York Gazette or Weekly Post boy, Oct.-Dec.,1753
14. Pennsylvania Gazette, Philadelphia, Apr.-June,1753
15. New York Gazette or Weekly Post Boy, Sept.-Oct.1755
16. Pennsylvania Gazette, Philadelphia, Sept.30,1772
17. Pennsylvania Gazette, Dec.9,1772